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ABSTRACT

This institute was designed to retrain ten teachers representing minority populations to serve as school librarians in their communities. The final report describes the goals and objectives of the program; selection and performance criteria for the program's participants; curriculum--course descriptions, requirements, required and independent readings and assignments; special activities; faculty members, financial expenditures; and the evaluation process. Although a formal team evaluation was conducted, it is not included in this report. Bibliographies and a vocabulary handbook developed by participants in the program are described in the related documents. (JPF)

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FINAL REPORT

of the

Mexican-American Library Training Institute,
funded under Title II-B of the Higher Education Act of 1965
as amended.

August 1977--June 1978

ERRATA: In assigning numbers to the pages, 61 and 62 were omitted.

There is no error in content sequences.

Submitted by

Dorothy H. Currie, Director of the Institute
and
Doris C. Sadoski, Assistant Director of the Institute

The Division of Library Science
California State University, Fullerton
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FINAL REPORT

IR

Mexican-American Library Training Institute
Title II-B, Higher Education Act of 1965,Rev.
1977-1978
Division of Library Science
California State University Fullerton
Fullerton, California

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I. PREFACE

The intent of the Mexican-American Library Training Institute has been uppermost in the minds of those involved throughout its conduct: to provide growth opportunities for an enlargement of vision and the skills to move toward that vision. All of these elements are reflected in this report—not unhappily, but as a matter of course.

Descriptions of programs and course work of the first semester have been included in the periodic reports, and are not included in detail herein. Their place in the total program and in appropriate discussions of accomplishment is. The conduct of the second semester program is covered, in much the same manner as the earlier reports.

Two attachments are provided: the first being a copy of the publication Quiero Un Libro, mentioned as a Special Activity of the students; the second is an incomplete but significant set of examples of the direction and content of the several programs and courses offered.

Acknowledgment of the support of the Division of Library Science, particularly the Director, Mrs. Doris Banks; the Administrative Assistant, Mrs. Norma Morris. The pleasant and competent typists, Melody Fontes and Julie Porter, have lightened the pressures which accrue to all manner of office details and communications. The

Institute has been fortunate to have their fine services.

There has also been tremendous support within the faculty—whether or not they were participants, their interest and concern was always there. Mr. Michael Sadoski's special contribution to the automated aspects of library applications was invaluable. All of the librarians of the community who received the students warmly, providing the opportunities for experience in a practical and constructive manner.

To all of these people Mrs. Doris Sadoski, Assistant Director, and Dorothy Currie, Director, are grateful.

II. GOALS AND OBJECTIVES

Following the recognition of the dearth of Chicano participation in the library profession, (as indicated in the research reported in the Grant Application) the goals were established to include the potential for changing in a small way this ethnic imbalance. Accordingly, the first goal centered on the needs of the communities. Participation in library services and the profession itself is contingent upon the community's acceptance of the proffered services, which, in turn, may relate to the inter-personal relations established between the general public (the users) and the library staff. Indications in Southern California, as clearly shown in the support given to complete bilingual educational programs, are that the language of the community should be the language through which the needs can be expressed. As vital as similarity in language may be, the recognition on the part of the librarian of the total differences in cultural motivations which may exist within the community may be equally or more important. This element has frequently been overlooked, with a viewpoint that in American educational programs there is an emphasis to move people away from their cultural backgrounds. The recognition and acceptance of persistent cultural values, of cultural motivations, of resistance to the abandonment of the heritage of centuries within the community is vital in developing acceptance of an alien cultural image in the service agent, the librarian.

This is the kind of goal which requires a long and ever present

concern for meeting needs of people as they express the needs and not as the non-involved individual might assume the nature and strength of needs to be. The Institute, itself, could not and has not sought directly to move into communities. Rather, it is to be expected that the participants in the Institute recognize that the concern of the Institute program was to assist them in developing new skills through which they, themselves, might assist in creating a community climate of positive library relationships. In this respect the goal may well have been reached. It is not, however, a goal whose ultimate purposes become evident immediately. Rather, it is a creation of an agent to act as a catalyst in the process of helping a community to recognize its needs, to learn that the library can assist in realizing the meeting of those needs, and that the library user may enhance his own expectancies in life regardless of cultural differences or language differences.

For the student involved in the Institute the goals were somewhat different. As suggested earlier, a competent library staff can be developed to provide the requisite services. The competent Chicano staff member will determine which approach the community may desire and/or need: will this be in terms of cultural and linguistic changes with acceptance of the larger community as a desirable goal, or will it be in terms of cultural and linguistic protection and perpetuation with a dual pattern of life styles accommodating both the Barrio ideals and purposes and the different and vaster culture of what may be considered an Anglo world.

The Institute program does not separate the two, nor place emphasis on one rather than the other. The ways the Chicano librarian will choose to interpret community service needs in any particular situation will depend upon his sensitivity to needs as well as his own recognition of a developing philosophy of service. It is this growth in the student's views of the larger goals which may result from the past year's participation and sharing of viewpoints as they apply to librarianship.

The goals of the Institute, then, did not basically change. But changes in perception and interpretation were enlarged, both for the staff and the participating students.

The objectives, more precise and specific than the goals, are also most easily recognized. At this time, all of the students have satisfactorily completed their work for the M.S. in Library Science, and have met the requirements of certification within the State's educational structure. Most of the students will enter the profession as there is opportunity for them to do so.

The self-images of the participants have, indeed, changed. Part of this change began to be evident when the students developed their own concepts of the needs of the Anglo librarian in a Chicano community. This recongition of Chicano needs or of minority needs in general, under the guidance of Mrs. Sadoski, developed the impetus which resulted in the creation of QUIERO UN LIBRO, a now published pamphlet introducing the typical conversations which might occur between a new Chicano library user and an Anglo librarian who

does not know Spanish. That their work should be published, that it should be considered important enough to be distributed widely, that their names appear on the title page—these were image-building in a positive manner.

Similarly, their meeting with highly skilled staff members of all manner of libraries and the participation in discussions and their raising of questions revealed librarians did, indeed, talk to many kinds of people and did welcome queries of any level or nature. Not only did the students see good models, but they felt accepted by these models who represented leadership in library service.

Within the Institute's structure there was always an atmosphere of welcome, of sharing, of interest in the particpants' problems and viewpoints—both personally and within the context of the educational program.

There are, then, at this time, eight newly certificated librarians available—not all, as expected, from the Chicano community, since the recruitment sequence brought two other minority elements to the program—the black American and the native American. Now three ethnic groups, rather than one, are represented in these graduates, and each has experienced cross-culturation to more than the normal degree. Within that mix a growing respect for each person's contributions was evident.

The degree, itself, represents an accomplishment. It is physical evidence that a tight, tough, demanding program has been successfully dealt with, and that it brings with it opportunity for accep-

tance in whatever community the new librarians seek to join. The upward movement has begun, a new path may be followed.

Not all participants seek the same personal goals. But all do have some larger degree of capabilities, an improved self-image, a practical knowledge of their own desires, and new interests. Perhaps these reflect the general objectives of all education—that people come to know themselves better, that they stretch their potential, and that they move into society with the offerings of service.

III. PARTICIPANTS

a. Criteria:

Using the Title II-B Guidelines, the definitions and the statements found within the text of the law, and supportive document, the criteria for participation were developed. Other sets of constraints were those established by laws governing the public educational system of California, the laws governing the operation of CSU Fullerton (both individually and as part of a state higher educational system and as an individual entity), and the regulations covering the Division of Library Science applicants and program.

These are embodied in the general requirements as issued:

II. PARTICIPANTS—a. Criteria

There will be a total of ten participants in this institute. The minimum requirements for each applicant for institute eligibility are the following:

A. General

1. Citizen of the United States
2. Intent to become a permanent resident
3. Intent to become a school librarian

B. Entrance to California State University, Fullerton, and its Library Science Program
1. BA or equivalent with Academic Major from an accredited institution
2. Grade point average of 2.5 on last 60 semester units of baccalaureate study

C. Mexican-American Institute for School Librarianship
"The attraction of minority and/or economically depressed persons into the library, media, and informational science fields." Par. 132.10, Higher Education Act of 1965, PL 89-329, amended to 1974.

1. Priority will be given to individuals of Mexican-American descent
2. Valid Teaching Certificate or eligibility
3. Full-time participation

The coverage for recruitment consisted of newspaper coverage, of many direct mailings to the graduate library schools, to Chicanos who had participated in earlier institutes, to all CSUC campus Departments of Education and Chicano Studies faculty, to State Superintendents of Education, California County Unified School Districts, local libraries of all kinds, community college librarians, referrals volunteered to the Institute's Assistant Director, and other general unplanned contacts with professional and locally interested individuals. In all 450 recruitment posters and announcements were used. In addition, 6 university campuses were visited by the Assistant Director and over one hundred hours were given over to telephoning to establish or follow-through on a possible participant.

b. Selection:

The selection of participants required a weeding process to eliminate candidates who could not fulfill the required conditions: citizenship, commitments to education and librarianship, the baccaulaureate, ethnic minority. Academic records, referrals and recommendations, interviews, and discussion of mutual responsibilities brought together a group of ten students. Although the central thrust had been developed to recruit members of the Chicano community, this proved to be a goal which could not be met during the 3 week period which the University allowed for recruitment.

The individuals finally selected include 4 Chicanos, 4 blacks, and 2 American Indians. Their statements about their interest in the program reveal the similarity between those goals stated in the Grant Application and those of the participants—

1. To enlist qualified Mexican-American candidates for the purpose of reaching Mexican-Americans.
2. To further effectiveness as a teacher.
3. To help students develop resourcefulness and ability in knowing how to study.
4. To assist in bringing true bilingual materials into the educational program.
5. To change the service objective to match the needs of the students.
6. To be able to work with children more effectively.
7. To inplement the use of multi-media in educational programs designed for the modern school.

8. To work in bilingual education, helping educate the bilingual and the nonlingual student.
9. To meet the challenge of providing library services for minority groups.
10. To learn how use of the library improves learning skills of children.
11. To develop interesting programs which bring children into the real world as well as the unreal.
12. All students reported that the acquiring of a Masters of Science would enhance their opportunity to make effective changes in society for a common good.

Individuals selected as participants include:

1.	Mr. Roberto Chavez	6.	Mary McMickens
2.	Mr. Wiley Clark	7.	Mrs. Sandra Orosco
*3.	Mrs. Dorothy Edgmon	*8.	Ms. Leslie Padilla-Calkins
4.	Ms. Yvonne Armida Flores	9.	Ms. Delores Peffley
5.	Mrs. Valerie Martin-Mathews	10.	Ms. Edith Williams

*Two participants whose personal and family needs took precedence over the Institute withdrew from the program. These two were Dorothy Edgmon, whose family needed her support in a very difficult period for them; and Leslie Padilla-Calkins did not follow through due to personal pressures which could not be alleviated.

Aside from these two, all the other students completed their work in a satisfactory manner.

c. Performance:

Performance may involve both subjective and objective elements. The interviews of each student, individually and in groups, will provide the students' viewpoints of their experiences and their performances. Grade point averages may reflect a different kind of performance—one that relates to the sturctured courses and course work in the traditional academic mode. Still others could be the faculty evaluation of the student's growth rather than performance, and another mode could consist of a comparison of Institute participants' grade points with those achieved by the non-Institute student.

For our purposes here we will use the Grade Point Average scale with elementary interpretations. These are based on the accompanying chart, with no student identified by name, as a recognition of the Right to Privacy of the students.

General: Grade point averages for each student fall within the requirements for the granting of the M.S. in Library Science degree.

First Semester GPA's: Two students achieved the top rating of 4. The lowest GPA was 3.33. In between these two extremes was a clustering of scores between 3.66 and 3.83—with five above the numerical midpoint.

The second semester also had one student (different from the first semester's leader) with a GPA of 4. Two students dropped to a

lower GPA—3.12 and 3.2 respectively. The remaining four were grouped between 3.6 and 3.88.

Evaluating the performance by GPA alone indicates that two students, one who withdrew during the second semester, and one who remained for the program achieved GPAs of 4. For the second semester, one student who completed all requirements for graduation achieved a GPA of 4.

However in examining the full year's GPA scores, the highest GPA scores accrued to the 2 students who remained in the program and who earned GPA's in one semester of 4. Their averages were 3.91 and 3.88, followed closely by one rating of 3.8 and another of 3.81. At the lower edge, one average is 3.3 and two are 3.33.

This averaging compares favorably with the over-all scorings of students in the regular program. The factors which influence these ratings may indicate that pressures of some kind are operative, or that the intensity of the one-year time period may have created fatigue without sufficient relaxation.

Students	Prerequisites			1st Semester					2nd Semester										
	Biblio. Research	2 Lang.	Teaching Cert.	Prin. of Lib. 500	Org. for Retrieval 503	Theories of Serv. 504	Sem. Info. Syst. 521	Sel. for C & YP 537	Collect. Devpmt. 501	Org. & Operation 502	Res. in Lib. 505	Sem. in Inst. Med. 525	Data Proc. Lib. Appl. 531	Field Exp. 449	Intshp. 596	Grade Pts.	GPA, 1st Sm.	Grade Pts.	GPA, 2nd Sm.	Final GPA
1	A	X	X	B+	A	A	A	A	A	A	A	A	A	A		69	3.83	68	4.00	3.91
2	A	X	X	B+	A	A	A	A	A	A	A	A	A	B		69	3.83	66	3.88	3.85
3	A	X	X	A	A	A	A	A	W	W	W	W	W	A		72	4.00	Withdrew		
4	A	X	X	B	A	A	B	A	B	B	B	B	B	A		66	3.67	53	3.12	3.33
5	LATT	X	CC	A	A	B	314 B	533 B	A	B	B	B			B+	51	3.40	45	3.20	3.30
6	A	X	X	B	B	B	B	B	A	B	B	B	B	B		57	3.33	54	3.00	3.30
7	A	X	X	B	A	A	A	A	A	B	A	A	A	A		57	3.80	65	3.82	3.81
8	A	X	CC	A	B	B	527 A	526 A	B	B	A	A	A		A-	66	3.66	54	3.88	3.75
9	A	X	X	A	A	A	A	A	A	B	A	A	A	B		72	4.00	64	3.76	3.88
10	1 yr exp.	X	X	B	I	U	I	I	W	W	W	W	W	A		Withdrew				

IV. PROGRAM

a. The University Influences on Goals:

Indication has been made of the restrictions which were operative in the conduct of this Institute. These, in several ways, required an adaptation of the original goal statement in the actual operation of the program. They permitted less flexibility, generally, than might otherwise have been possible. Especially noticeable were the following:

1. With the terminal date of the Division announced, faculty members began to seek employment elsewhere. The goal of participation of total faculty then became impossible for only one of the three positions vacated was filled, and the new staff member's competencies did not include those of the departing staff members.

   As an example, one of the courses which was to be an elective was LIBSC 533, Non-Book Information in the Library, to be offered by Dr. Joseph Palmer, with emphasis on the film program in libraries. The planning had been that there would be a heavy emphasis on the Chicano culture, its problems, its people, its historical heritage, its leaders, its literature and art. Without the same background of knowledge and expertness in presentation, the alternative program of LIBSC 525, Seminar on Information and Instructional Materials, a general rather than specific approach was offered. This could and did include films, but not

the in-depth exposure which could have been available.

2. Another course required, Quantitative Measurement, to have been covered by Dr. Taverekere Srikantaiah, was merged into the LIBSC 531, Data Processing for Library Applications in a way that proved to be stimulating and productive for the students.

3. There was extreme difficulty in getting the students' registration cleared by the financial office. The Grant Application did not, following the law, indicate tuition and fee payments. Apparently there had never been established a fee waiver procedure to accommodate participants federally supported programs. As a result, students in this grant program did not receive ID cards until December 1977. With this came denial of use of the circulation privilege. Mrs. Sadoski, Assistant Director of the project, personally contacted the Readers' Services Head who, upon Mrs. Sadoski's signature agreed to permit this privilege.

4. Assigned classrooms would not accommodate the program, both in terms of the length of time needed, and the size required. Mrs. Sadoski submitted another request through the Division, observing the proper channels of communication on campus, and after confusion, and denial, another path for solution was pursued.

By personal contact, again, the Oral History Department made its laboratory available for this class.

To prevent implying an impression of complete apathy or disinterest toward the grant, statement must be made of the fine response to needs by individual members and/or departments of the University.

Especially high support came from the Grants Office. Dr. Helene Carter's interest and fine professional advisement was invaluable. Miss Barbara Davis, Head of Readers' Services was highly cooperative. Similarly, Mrs. Mildred Scott, Director of Admissions and Records made adjustments in the admittance procedures to permit "block" admission and registration for each semester. Dr. Alan Zeltzer, Director of the Instructional Media Center, and his staff, particularly Mr. Larry Green, made their facilities and their services readily available.

b. Curriculum:

The Grant Application (p. 31) anticipates that the Division's basic program will be the starting point for the Institute's curriculum. This basic program includes prerequisites as well as graduate level courses. The California state certification requirements covering the granting of the School Library Media Specialist credential provides the second required sequences for the curriculum.

With the above in mind, and with the changes described in section a, the adjusted schedule was developed.

August program (prerequisite):	LIBSC 400, Introduction to Bibliographic Research
Fall Semester, Core Courses:	LIBSC 500, Principles of Librarianship LIBSC 503, Organization of Information for Retrieval LIBSC 504, Theories of Readers' Service LIBSC 537, Selection and Use of Materials for Children and Young Adults.

Within this structure opportunity was made to permit options as feasible. Accordingly, one student, preparing for the Community College credential chose as an alternate elective LIBSC 574, Problems in Government Documents Information.

Deviations from this first semester's schedule include one student whose participation in LIBSC 406 was waived on the basis of 1 year of experience in a library and another student's participation was waived on the basis of the LATT scores. For one stu-

dent, options in elective courses which related more significantly to the Community College credential program included: LIBSC 574, Problems in Government Documents Information, and the Quantitative Measurement substitute for 531. A second student, also seeking the Community College credential, selected LIBSC 527, a seminar on Library and Society, and LIBSC 526, a seminar on Contemporary Issues in Library Services.

The second semester began with the Field Experience and Internship sequences. The planning for this program began in Septembet and continued through December, with actual on-site work assignments conducted through January and into the school year as necessary.

The planning consists of several elements which, together, can provide practical application of the theoretical and philosophical background to the whole field of librarianship in an active, professional, and pleasant environment.

The responsible faculty member presents the outline of the 2 sequences (Work Experience and Internship) to the participating students. Discussion of the nature of the 2 programs clarifies the documentary descriptions of each, the operations which pertain to the participants' interests, and location of sites which have provided stimulating and productive experiences in the past. At this point the programs diverge.

Intersession Courses: LIBSC 449, Field Experience
LIBSC 596, Library Science Internship

Because the entire program was required to be conducted within one academic year, as well as one calendar year, an accommodation to permit students to complete the Field Experience was made by including it during the month of January, the University Intersession.

Arrangements were made for students' placement in appropriate schools in session during that period.

Students participating in the Library Science Internship made adjustment to complete their work either during the intersession or to use additional time during the academic year as was the more desirable to the Community College library staffs.

Required Classes

LIBSC 449
Fieldwork School Libraries

Consists of 90 hours of field experience in a school library or media center supervised by a credentialed librarian.

This program requires 90 hours of on-site experience. The nature of that experience is defined by education law in California. A matrix which points out the professional competencies to be reinforced in this learning process is coded to indicate the relationship of each listed competency to the Division's curriculum. Accordingly, it is the State which specifies the content of the program which must be supplied for the sutdent. Basically an introduction to all aspects of school library program, it included:

1. 90 hours exposure to school library media programs
2. Management
    a. Training and supervision of personnel
    b. Organization and utilization of materials
    c. Budgeting and accounting
    c. Program evaluation
3. Using materials for educational goals
    a. Teaching library skills to students
    b. Demonstrating applications of library skills to faculty
    c. Developing services for faculty (production of media, use of printed and nonprint media, applications to curriculum, demonstration, bibliographies, etc.)
4. Organization and evaluation of media
    a. Acquisitions
    b. Cataloging and classification

c. Circulation and retrieval of materials and information

d. Production

5. Development of understandings and competencies

a. Professional and legal requirements pertaining to media function

b. Human relation skills

To make this program a meaningful one, the faculty member establishes contacts with school librarians in the area where the student prefers to work. The program is discussed with the librarian, arrangements are made for the student and the librarian to meet each other to establish a feeling of rapport, and following satisfactory initial contact, the schedule of work is formulated. During the student's experience, the faculty member visits the site at appropriate intervals—the first occurs shortly after the field experience begins, the second is planned for the middle of the time period, and the third in the final stages. Discussion with both the student and librarian serve to keep the faculty member informed of progress and/or problems, to give any necessary encouragement to the student, to consult with or advise the school library media specialist about professional matters which may be of mutual concern. Evaluation of the program is conducted by the student and the librarian evaluates the progress of the student. Contacts remain informal but serious, friendly and professional. The grade is developed from the librarian's recommendations and the observations of the faculty member. Questions regarding any matter which needs clarification are handles on a person-to-person basis with involvement of those who have concern—any combination of the student, the supervising librarian, the school administration, or

the faculty member from the Division. The Institute participants were assisted in locating suitable schools within their commuting limits and the above sequences were followed.

Two students in the school credentialling program created problems in terms of their relationship to the Librarian of the the school. In one case, intercession by the Assistant Director, immediately the problem was reported, brought resolution through a face to face discussion of the nature of the problem and the willingness, in a positive vein, to recognize that the problem would continue to exist, but that the two persons involved—the student and the school librarian—would be cooperative outside of the area of the problem and would move ahead compatibly through the rest of the field experience. This proved to be valuable to the student who recognized that her role could be only a limited one so long as she, herself, chose not to adjust to the existing situation. The good nature and willingness of the librarian to continue to work with the student permitted the student to remain. The student who sought to inject her own viewpoints into a program to which she had no stable or significant ephemeral authority learned one of the first rules of librarianship—the service which is to be given should be in the terms of the users of the libraries and should not be diverted to personal interests of the librarian. A young woman who tends to be of the militant persuasion became aware of some of the realities of life—that one's only authority comes from the acceptance of responsibility and from the ability and willingness to work with others, sometimes in their terms, not one's own.

The second case involved a woman who was pregnant at the time of

entry into the Institute, who gave birth during the first semester, and whose natural inclinations toward motherhood conflicted with her obligations to the Institute program. Since the Director did not check each day's attendance at the site of the field experience for every student, a full week elapsed before the Director became aware of the problem—a simple one of attendance. In attempting to establish rapport with the school librarian to then accept the return of the Institute participant, the situation became too complicated to pursue. Accordingly, the Director arranged for another location for the student to continue her field experience, with a librarian who was more emotionally mature, who had worked with the Director through four years with the experience program, and whose contact with minority students of many backgrounds, along with her own personality, could be expected to handle any possible problem which could conceivably arise. Mature, assured, casual and warm, her ability to create an atmospher without tensions but with competent and expert direction and service, this librarian recognized the problems of the student and with the Director developed the field experience program for the student. At this time the student was receptive to suggestion and followed through in a satisfactory experience without tension on either side.

The field work experience has always proved to be a highly significant one in the student's educational program. This continued to be the case, with students "getting the feel" of a particular school, a particular community, a particular and personal approach to the librarian's establishing both personal and professional rapport within the school with students, faculty, administration, and community alike. This brought a living and vital focus of the stu-

dents to their classwork and it was an excellent background for the second semester course work.

Student	Site for Field Experience	On-Site Supervisor
Roberto Chavez	El Rancho High School, Pico Rivera	Mr. George Skyles
Wiley Clark	Ramona High School, Riverside	Mrs. Louise Didden
Dorothy Edgmon	El Dorado High School Placentia	Mrs. Dorothy Rickles
Yvonne Flores	La Habra High School La Habra	Mrs. Dorothy Ashby
Valerie Martin	Irvine H.S. (unsatisfactory, moved to) La Habra High School	Mrs. Dorothy Ashby
Delores Peffley	Santa Ana College	Mrs. Grigsby
Sandra Orosco	El Dorado High School Placentia	Mrs. Dorothy Rickles
Edith Williams	John W. North H.S. Riverside	Miss Agnes McAbee

LIBSC 500
Principles of Librarianship
Ms. Violeta Vallin

History of Libraries

I. Introductions

II. Dawning in the ancient past...Sumerian language, King Ashur-banipal. Greece, Rome—the early libraries

III. Struggling in the middle of the Dark Ages...Byzantine Empire, Arabs, Western Monasticism, Carolinigian Renaissance, Scriptoria

IV. Foundations for Feudalism...Crusades, Universities, Language & Literature

V. War and Rats... Renaissance, Printing with moveable type, Vatican and the Protestant Reformation

VI. Enlightening the way to the Twentieth...Exploration of the Americas—18th and 19th centuries

VII. Bibliobuilding in the Americas, focus on the American scene of the U.S.—Colonial, Pre- and Post-Revolutionary periods.

VIII. Setting today's scene—Libraries of the 19th century to today

LIBSC 500
Principles of Librarianship
Mr. Robert G. Trujillo

Purpose of unit in relation to total course:

This unit attempts to provide a general knowledge of the principles of professional librarianship as encompassed in the following library activities:

1. Bibliographic control—theory and practice
2. References Services/tools—knowledge access/material availability
3. Collection Development—theory, practice, variables
4. Staffing patterns/utilization of professional manpower
5. Library education (for librarians and the user/potential user public)
6. Library administration
7. Ethnic librarianship—history, growing pains, trends, problems, and current activity
8. Librarian continuing education/professional associations/body politic

Each two topics (i.e. 1 & 2, 3 & 4, 5 & 6, 7 & 8) will be the topics for discussion/study/review for each of the four respective class sessions (i.e. Oct. 11, 18. 25, and Nov. 1).

The course unit will be structured by an introductory lecture on each of the outlined concerns and will be followed by class discussion. The unit will introduce students to the concerns, resources, "professional" status of librarians, library literature, problems, and library service consumer variables. Reading lists will be provided and are, by design, intended to be basic focal points for discussion. Thus all students will have a base from which to contribute, raise questions, propose solutions, priorities, etc. Direction of the course will also necessarily come from the interests and needs of you, the students. Discussion and interaction are most important in the direction and success of the unit.

Textbooks: BASIC (purchase optional, but do reveiw contents and read selected sections as appropriate)

1. Shern, Jesse. The Foundations of Education for Librarianship. Los Angeles, Melville, 1973.
2. Gates, Jean Key. Introduction to Librarianship. 2nd ed. N.Y., McGraw, 1976.

Assignments:

Independent readings

1. Review both basic texts.
2. Selected articles and/or book on topics outlined above—read at least two (2) articles for each of the 8 topics listed.

Card or one-page book reports

In total you are required to read at least 16 articles. However, a card (or one-page book report) report is not required for each article. One card report for each of the 8 topics is sufficient. Each card report will be in the form of a critical annotated bibliography. Each selection should be the subject of a single 5" x 8" card on which the student has recorded the full citation of the selection (including the inclusive numbers of pages read) and his/her evaluative response to it. Performance of this requirement will be jduged on (1) the basis of the extent and variety (though 8 are specifically required) of materials read, (2) their pertinence to the problems and issues of librarianship topics under review (i.e. course content), and (3) the evidence provided by the annotations of the sutdent's effort to exercise some critical judgment in evaluating those materials. Mere summarization of the contents of the selections will not meet the criterion of critical annotations (i.e. card reports). Students will not include cards for the course textbooks or sections thereof. Should students opt for reviewing a book on any of the given topics a report is nonetheless required. Book report format may be the same as used for card reports or may be a single 8½" x 11" page review. Samples of formats for both article/card reports and books are attached. Consult Kate L. Turabian's A Manual for Writers... for bibliographic entry formats. In selecting readings keep in mind your particular career goals and library type (i.e. public, school, academic, etc.) in mind and select material meaningful to you.

Grades: Performance evaluation for this unit of the course will be based on (1) card reports as outlined above, (2) class participation. A final exam for the entire course will be designed by the three course lecturers and will encompass the content areas covered by each unit. Final grades will thus be an average of your grade for each of the lecturer units plus your final exam.

Card report assignments will be due on each topic the week following the class lecture/discussion. All card/book reports must be typed.

Reading lists (suggested) for each of the topics will be handed out during the first class session of Unit II (Oct. 11) and intermittently as needed.

LIBSC 500
Principles of Librarianship
R.F. Rendon

A. Purpose of Course:

I. To introudce the student to:
   a. The function of the school library/librarian
   b. The changing nature of school librarianship (past, present, and future)

II. To make available the opportunity to:
   a. Develop a base for evaluation of school library programs and materials
   b. Develop an understanding of school librarianship as a profession: associations, trends, and issues

B. Textbooks: (Optional)

Gates, Jean Key. Introduction to Librarianship. 2nd ed. N.Y., McGraw, 1976.

Shera, Jessie. The Foundation of Education for Librarianship. Los Angeles, Melville, 1973.

C. Assignments:

I. Weekly assignments are due at the start of each class. The purpose of these assignments is to introduce to you all the associations, publications, and tools that are valuable and practical in a school library. They also will serve as a discussion base for the class.

II. Review of text(s) isoptional, but reading of selected sections is encouraged.

III. Visitation of a school library/media center. (Due November 29, 1977).

LIBSC 501
Library Collection Development

"The principles of library acquisitions program developed from an examination of methods of bibliographic control. Publishers and publishing and other factors of the book trade and their influence on the development of an efficient order department."

TEXT: Carter, Mary Duncan and others. Building Library Collections, latest edition. Matuche, N.J.: The Scarecrow Press, n.d.

(Class assignments due to turn in one week from date given out)

Date	Topic	Chapter Reading
1/31	Introduction—Bibliographic Control	
2/2	Introduction	
2/7	Tasks of Collection Development	
2/9	Librarian—"Library Selection Project" Job Analysis Report—Phase I	pp. 1-3
2/14	Collection Development	
2/16	Collection Development	
2/21	Acquisitons	x
2/23	(Visit Acquisitions Department)	
2/28	Principles of Selection for Public Libraries	I
3/2	Principles of Selection for Public Libraries	
3/7	Variations by Type of Library	II
3/9		
3/14	Selection by Subject	III
3/16	(Visit Special Collections)	
3/21	Vacation	
3/23	Vacation	
3/27	The Selector and Book Selection Aids	IV
3/29	The Selector and Book Selection Aids	
4/4	The Selector and Non-Book Materials	V
4/6	(Guest—Government Documents)	
4/11	Surveying & Weeding Collections	VI
4/13	Surveying & Weeding Collections	
4/18	Censorship & Selection	VII
4/20	"The Speaker"	
4/25	The Publishing Trade (Vital Statistics Assignment)	VIII
4/27	MIDTERM	
5/2	National & Trade Bibliography	IX
5/4	National & Trade Bibliography	
5/9	Appendices 1-12	Appendices 1/12
5/11	Appendices 1-12	
5/16	Appendices A-H	Appendices A-H
5/18	Last day of class—Journal of Reading due. FINAL PROJECT DUE	

Final Project: Read two periodical articles each week and prepare a one-page summary and/or critique, due each Thursday on the topic of the week. These will in initialled weekly by the instructor. Turn in the collection of these in an organized file the last day of class.

Mastery of Grading:		Possible Points:	
275	A	100	Mideterm
270	A-	50	Homework (all but 2 assignments)
265	B+	50	Attendance (missed 4 mtgs. or less)
260	B, etc.	100	Reading File Final Project
		300	Total possible

LIBSC 502
The Organization and Operation of Libraries

"An introduction to administrative theories and principles and their implications and applications to managerial activities in all kinds of libraries."

Objectives:
1. To introduce students to administrative theories and principles.
2. To apply management techniques and strategies in the various activities of libraries.
3. To examine the implications of various applications of theoretical principles as they affect library operations.

Text: Stueart, Robert D. and John Taylor Eastlick. Library Management. Littleton, Colorado, Libraries Unlimited, Inc., 1977.

Supplementary Readings: Lists will be provided with each assignment. In addition, students are expected to discover other resources through referral to typical bibliographic sources (as one facet of devleoping understanding of how selectivity of basic philosophies may affect decision making).

Assignments

The basic vehicle to be used in this course, from which all interpretations will develop, is the creation of a fictitious library, with specific limitations, defined in class, as a starting point.

As the approach to the course content develops, the character of the created library will develop and change, with each influential element of change woven into the functional pattern of library operation.

All assignments will call for class presentations and discussion.

Jan. 31, 1978

1. Develop course structure
2. Discuss what students conceive to be the nature of management.
3. View film: Theory of Management Development and relate.
4. Assign reading in text—Chapter I.

Feb. 7, 1978

Review from reading: Scientific Schools—Taylor, Gilbreth, Gantt (Scientific Management)
Fayol (Classical)
Urwick & Gulick (System)

Human Relations Schools—Follett, Mayo (Human Behavior Schools)
Barnard, Drucker, Maslow (Soc. System School)

Decision Theory Schools

a. Differentiate the emphases, the methods implied, the variable results.
b. Indicate overlap and implications.

Feb. 14 & 16, 1978

Reading in text: Chapter 2, The planning process.
Emphasize:
1. Factors in planning
2. Techniques of planning
3. Objectives of planning
4. Policy making—purposes, sources, levels, significance in operation, rules and regulations
5. Decision making—who, what, why.

Feb. 21 & 23, 1978

Guest speaker: Dr. Thomas Harris, Associate Director of Learning Services, Office of the Chancellor CSUC, "Library Management"

Organizing—Chapter 3 of text.
Introduce by making the first creative assignment, which will become the basis for all other aspects of management and organization.

Assignment: Using the room assigned to this class, each student will begin to develop it as a library. The general outline for this phase begins with:
1. Determine a kind of library based upon your personal interests.
2. Create a public which will use the library.
3. Establish its purpose for this clientele.
4. Determine what will be placed within this space. (This may be done as an architectural plan for which you make all decisions expect that of real space).
5. Floor plans will be presented in class, using opaque projector or OH projector, as student prefers.

Feb. 28, 1978

Presentations by each student, relating the presentation to the elements above and indicating the specific of the elements which justify the decision.

March 7, 1978

Using the library facility which you have developed as the base, begin to consider how you would like to improve it. Consider a 5 to 10 year period of change and include in this change a relationship

to a specific larger organization or to it as one of a series of facilities.

1. On the basis of your first project, now give consideration to each of the following, developing a statement which gives your viewpoint concerning their relative values in further planning:

   a. Should you seek viewpoints of others? Whose? What purpose will their viewpoints serve? Significance?

   b. What are the current standards applying to your library? Who developed them? What areas do they cover?

2. a. What are your long time goals and objectives?

   b. What changes are anticipated in the next 5-10 years?

Develop each of the above, and include a comprehensive bibliography of materials you used. Refer to text, pp. 58-68, Organizational Patterns and Charts.

March 14, 1978

Chapter 4—"Staffing"

Determine the people who will be needed to staff your library, meeting its purposes and goals. Select one professional position and one non-professional position and for each develop a "Job Description".

Discuss: relationship of responsibilities to job
nature of job
performance evaluation

March 28, 1978

Chapter 4, pp. 109-125.

Salaries: Salary schedules, fringe benefits
Labor laws—unions, grievances, discrimination

Prepare a salary schedule for the staff you have developed, after revisions from class discussions, indicating levels of authority. Refer to standards and to local schedules as needed.

April 4-6, 1978

"Budget Development and Planning"

1. Different planning systems to determine budget

2. Elements of budget: People—salaries, fringe benefits, etc.
Plant
Support systems—light, water, heat, etc.
Materials
Equipment
Program Development

Public Relations
Printing
Professional affiliations
Travel
Postage
Insurance
Planning for expansion
Other

3. Other

4. Governance: Board, how selected or appointed
Role of the governing body—variations by library type
Controls—decision making, implementing, staff, etc.

5. Labor relations and the library operations and budget
Operational sequences in labor relations
Responsibilities of administration and staff
Techniques of negotiation
Effects of negotiation and professional relationships

6. Labor law in general and California in particular

April 11-13, 1978

Chapter 5—"Directing"

Discussion of nature of the process of directing; differences between directing and supervision; management principles of Maslow & Macgregor.

Case studies of: a. Problem solving
b. Stress situations
c. Change agents (feasibility studies as example of formal process; other informal techniques)

April 18-20, 1978

Motivation of the library staff (suggestions from Ch. 5 et al)

Analysis of motivations in library work.
As chief librarian in the library you have developed, and part of the responsibility of that job

1. What will be the motivating forces that will give you direction in that work?

2. What kinds of responsiblities will you permit your staff to assume:
in overall policy development
in establishing services
in scheduling of personnel
in handling funds
in evaluation

3. What kinds of responsibiliteis will you retain for yourself?

4. What criteria would you consider in the determination of what constituted "successful operations"?

April 25-27, 1978

Develop a plan for projects:
a. On-the-job training of non-professionals in technical processing.
b. For development and maintenance of a working manual for establishing an authority file.
c. An in-service workshop for teachers' introduction to AV.

May 2-4, 1978

Public Relations as a Responsibility of Management.

Independent research to prepare a Public Relations program for your library. You may choose to develop a general outline for an extended period or you may develop one in depth.

These should describe:
1. The purpose
2. What will be done—general
3. Who will be involved
4. Media, techniques, etc. with specifics

May 5-9, 1978

Reports and discussion. Final exam presented for take-home development. (See attachment).

May 16, 1978

Completion of reports. Exams to be handed in.

May 18, 1978

Luncheon

LIBSC 503
Organization of Information for Retrieval
Dr. A. Albert Baker, Jr.

"Theory and principles of classification, indexing, subject headings and cataloging and a survey of systems for storing and retrieving information."

Course Objectives:

The student will demonstrate through discussion, reports, laboratory exercises, and examinations that he is able to:

1. identify for retrieval a work by main and added entries and by subject headings
2. descriptively catalog a variety of materials
3. classify a variety of materials by both Dewey Decimal and Library of Congress systems.

Through the same means the student will demonstrate a knowledge of the objectives and principles of cataloging and classification and how various systems developed from their nineteenth century beginnings.

Course Outline:

Week 1	Introduction
2	Dewey Decimal Classification
3	DDC 900's
4	DDC 400's
5	DDC 800's
6	Other DDC numbers and Cutter-Sanborn tables
7	Library of Congress Classification First Examination
8	Identification of catalog entries
9	Objectives and principles of cataloging
10	Descriptive cataloging
11	Catalogs: external forms; internal arrangements, physical forms and types
12	Rules of descriptive cataloging
13	Cataloging of nonbook materials
14	Special problems in cataloging and classification
15	Second Examination

LIBSC 505
Research in Librarianship
Mrs. Sadoski

This research class integrated library and educational research techniques. The students were taught what good research encompasses by reveiwing, modeling, and finally designing their own research papers. They were introduced by lecture to historical and descriptive research.

By assignments, they learned how to use research tools associated with certain types of research. They weighed their tool choice for the given collected data and design of the research. They interpreted results and learned how to present them in acceptable forms. They practiced a series of basic, simple statistical exercises which introduced the concepts of measures of central tendency and graphic presentation. They learned they could master such skills and when it was appropriate to apply these tools.

Half the class had never written job resumes. They were instructed in the essentials of content, the formats, and then each student wrote such a resume for himself.

Grant programs provided an interesting vehicle as part of the field of research. Study was made of federal, state, and national grant sturctures, the laws which govern their availability, the techniques of developing appropriate budgets, staff descriptions, and other pertinent elements. As a final exercise, each student developed a grant proposal.

This work may assist the students as they move into their professions to secure library programs highly desired and much needed in their bicultures.

LIBSC 505
Research in Librarianship

The scientific method and social science research methodology applied to library and information problems, focusing on library research and its accomplishments and evaluations of current research activities.

TEXT: Borg, Walter R. and Gall, Meredity D. Educational Research: An Introduction, latest edition. N.Y.: David McKay, (no date).

Date	Topic	Text/Reading Chapter
3/2	Selecting the sample, standardized testing	5,6,7
3/7	"	
3/9	"	
3/14	The methods & tools of survey research	8
3/16	MIDTERM. Outline form only—research proposal, research grant	
3/21	Vacation	
3/23	"	
3/27	The methods & tools of observational research	9
3/29	"	
4/4	Techniques of historical research	10
4/6	"	
4/11	Introduction to statistical analysis & research design	11
4/13	"	
4/18	The correlational method	13-14
4/20	"	
4/25	Experimental design	15
4/27	MIDTERM	
5/2	Educational research and development	16
5/4	vs. library science research	
5/9	Processing research data	17-18
5/11	Preparing the research report	
5/16	Opportunities in and funding of educational research	19
5/18	FINAL PROJECT DUE	

Final project: 4 page (minimum length) Educational or Library Science Research Proposal in OUTLINE FORM in a logical presentation sequence suggesting the direction, design, need, methodology, documentation and possible conclusion and findings of our research. Include all valid parameters and a one-page written-out introduction.

Mastery Grading		Possible Points	
325	A	100	Midterm
320	A-	100	Homework (all assignments save 2)
315	B+	100	Final Project
310	B, etc.	50	Attendance (missed 4 mtgs. or less)
		850	Total

Electives & Seminars

LBS 525
Seminar on Information and Instructional Materials
Mrs. Sadoski

This course was developed as a seminar. As such, a topical reading was assigned to participants before the weekly seminar meeting. At the first seminar meeting each student elected to be a facilitator for one session to guide the discussion of a selected topic of interest. The student had the added responsibility of presenting additional materials and information pertinent to the topic, with group discussion and presentations as the members chose.

To develop skill in teaching the nature of library support to the curriculum, each student gave a final oral presentation of a media project developed to aid a teacher's instruction. These projects were varied and interesting. Examples included "The Aztecs" (35mm slide-audio presentation), and "Learning the Dewey Decimal Classes" (a Bingo game).

The students toured the CSUF Instructional Media Center (IMC). Students who judged their media skills to be inadequate or in need of up-dating could choose to work in the Learning-How-To-Use-Media-Equipment-and-Materials Laboratory offered by Mr. Green of the IMC staff.

LIBSC 525: SEMINAR ON INFORMATION & INSTRUCTIONAL MATERIALS
(Developed by Dorothy Currie and used by Doris Sadoski)

Course Objectives:
1. To provide students an opportunity to explore their own interests in the area of information and instructional materials.
2. To acquaint sutdents with the total spectrum of information and media programs—purposes, functions, operational sequences, implementation, evaluation of programs.
3. To demonstrate effective use of materials and media for information handling.
4. To view various operating media programs.

Behavioral Objectives:
1. Select, prepare, and present seminar study for class critique.
2. Experiment with and become skilled in various aspects of information and media programs.
3. Develop confidence in ability to fulfill various kinds of media responsibilities effectively.

Texts: Not required. The following will assist in providing a broad background to topics selected for class discussion.

Audiovisual Equipment Directory. Fairfax, Va., National Audiovisual Association, 1976.

Grove, Pierce, ed. Nonprint media in academic libraries. Chicago, A.L.A., 1975.

Media programs, district and school. AASL, ALA, AECT., Chicago, 1975.

Tillin, Alma M. and Quinly, William J. Standards for cataloging nonprint materials. 4th ed. Washington, D.C., AECT, c1976.

Withers, F.N. Standards for library service, and international survey. Paris, UNESCO Press, 1974.

Special subject areas:

Facilities:

Educational Facilities Laboratories. The greening of the high school. 1973.

Educational Facilities Laboratories. New buildings on campus. 1963

Barson, John & Gardner, M. Jonew. A procedural and cost analysis study of media in instructional systems development. Michigan State University, 1965.

Green, Alan C., ed. Educational facilities with new media. AECT, 1966.

Iowa State Dept. of Public Instruction. Plan for progress in the media center. Iowa State Dept. of Public Instruction, 1969.

Equipment and Materials:

Pearson, Neville P. Instructional materials centers: selected readings. Burgess, 1969.

AV Market place: a multimedia guide. Bowker annual.

Education Index. Wilson. Periodical.

Educational Media Index. (Now changed to NICEM). McGraw, annual. Separate bibliographies for each type of materials—films, filmstrips, slides, etc.

Educators' Purchasing Master. Fisher. Annual. Vols. 1,2, & 3, particularly.

Educators' guide to free films; Educators' guide to free filmstrips. Part of a series of several volumes published by Educators' Publishing Co. in Randolph, Wisconsin.

Learning Directory. 7 vols. Westinghouse Learning Corp.

Sources of Information on Educational Media. U.S. Government Publishing Office, Supt. of Doc.

Multi-Media Reviews Index Supplement. Pierian Press. Annual.

National Center for Audio Tapes. University of Colorado. Issues National Audio tape catalog.

Program:

Audio Visual Instruction. Monthly publication of the Association for Education Communication and Technology. NEA. Washington, D.C.

Brown, James W., Richard B. Lewis, and Fred Harcleroad. Instruction: Media and Methods. M.Y., McGraw, 1973.

Erickson, Carlton W.H. and David H. Curl. Fundamentals of Teaching with Audiovisual Technology. N.Y., Macmillan, 1972.

Hicks, Warren V. and Alma M. Tillin. Developing Multi-media Libraries. N.Y., Bowker, 1970.

McLuhan, Marshall. Understanding Media. N.Y., McGraw, 1965.

Rosenberg, Kenyon C. and Doskey, John S. Media Equipment. Littleton, Colorado, Libraries. Unlimited, 1976.

Widsom, Aline C. Introduction to Library Services for Library Media Technical Assistants. N.Y., McGraw, 1973.

LBS 525: Course Outline

"525 Seminar in Information and Instructional Materials. Prerequisites: Library Science 500 and 501 or consent of instructor. Focuses on organizing and implementing media programs of wide application. Special attention to problems, organization of materials, physical environment, federal support programs and modern technology. Includes field trips to outstanding media centers in the area."

TEXT: American Association of School Librarians. Media Program: District and School. Chicago: ALA, 1975.

Student Facilitator	3	2	1	0	Date	Media Seminar Topic	Assigned Reading, Text Chapter
					2/1	Introduction	1 & 2
					2/8	The Media Programs	
					2/15*	Field Trip	
					2/22	Selection and Evaluation of Hardware	6, pp. 62-86
					3/1	Planning, Scheduling of Budget	3, pp. 36-51
					3/8*	Purchasing, Public Info. Program Evaluation	
					3/15	Production, Access & Delivery, Maintenance	
					3/22	SPRING HOLIDAY	
					3/29*	Selection & Evaluation of Software	6, pp. 62-86
					4/5	Personnel: training, pre & on-job; skill analysis; allocation of job responsibilities; employee professional development (supervision & evaluation)	4
					4/12*	Facilities: design of physical plants; space, electricity, functions of space, planning, etc.	7
					4/19	Program, Patterns & Relationship	3
					4/26	Standards	
					5/3	Student Media Instructional Project of System Design	
					5/10	Project for Media	
					5/17		

On Feb. 15, March 8, 29, and April 12, a one-page media report and critique by student of periodical subject covering previous two meetings or this day's topic or topics.

In lieu of a final, there will be a student media project and oral presentation.

Mastery grading:

A	70
A-	65
B+	60
B	55
B-	50, etc.

Example of student earned grade:

____	13 meetings x 2 pts.	26 pts.
____	1 facilitator x 4 pts.	4
____	4 readings x 3 pts.	12
____	1 student project	20
____	1 oral presentation	8
		70

LIBSC 531
Data Processing for Library Applications
Mrs. Sadoski

The first three weeks of this class comprised a daily, intensive introduction by Mr. Michael Sadoski to data processing principles and equipment, the writing and doing of keypunching, plus the successful programming and running of two library budget and circulation programs on the Cathode Ray Tube (CRT) terminal in the data processing center of CSUF. In addition to the on-site exposures to operating computer installations, the students visited Southern California libraries utilizing computer assistance in their various operations. These included the Orange County Library's headquarters, the University of California, Irvine's Medical Library (using Medlars & Medline), the new terminals for OCLC at the Claremont Library, and the CSUC system linkages for various purposes. Report III contains a more detailed report of on-site visitations.

These several kinds of exposrues led naturally into Mrs. Sadoski's class presentations concerned with how computer-assisted files are generated, identifying the elements of system design, and implementing parts of a totally designed system for specific functions such as acquisition.

LIBSC 531
Data Processing for Library Applications

"The devices and methods of the technology of data processing applied to particular library functions with a management system approach underlined throughout. The arrangement and planning of automation projects is stressed."

Text: Becker, Joseph; Nayes, Robert M. Handbook of Data Processing for Libraries. Los Angeles: Wiley-Becker-Nayes, 1974. 2nd ed.

Date	Topic	Text Chapters
1/30	Introduction—Processing of data, Spires-Ballots Movie	1, 10
2/6	Data Processing	
2/13	"	
2/20	"	
2/27	Student Reading Report, Methods of system description	6
3/6	Scientific management of libraries, library system analysis	3
3/13	Management planning, student reading report	5**
3/20	SPRING RECESS HOLIDAY	
3/27	Circulation	15**
4/3	Ordering, student reading report	16
4/10	Serials	18**
4/17	MIDTERM	
4/24	Hardware, student reading report	
5/1	Catalog and index Production, student reading report	17**
5/8	System implementation	8
5/15	The future & networks. Oral evaluation & symmareis by each student in lieu of a final	1

Four one-page reading, periodical reports and critiques based on the topic will be required in written form and as a basis of class discussion.

Mastery Grading

A	95
A-	90
B+	85
B	80
B-	75, etc.

Example of student earned grade:

___	Attendance, 15 mtgs. x 2 pts	30 pts.
___	4 written summary critiques	20 pts.
___	1 oral evaluation final	10 pts.
___	1 midterm	40 pts.
		100 pts.

Data processing work will be evaluated separately.

LIBSC 596
Library Science Internship

An opportunity to gain professional experience through rotating assignments or through the completion of a special study at a selecting cooperating library. Requires 90 or 135 hours per term for 2 or 3 units credit.

Two students participated in the Internship Program, Mary McMickens and Delores Peffley, both at the Santa Ana Community College. Dr. Rolland Beopple, Director of Library Services, and Ms. Grimsby, Reference Librarian, developed a comprehensive in-depth program with every opportunity for the students to participate in the normal activities of the library.

The schedules were based on the Rotating Assignment Mode, which consists of assignments to all departments and their activities. These included acquisitions, reference, cataloging, administration, serials adn documents, special needs of departments, and special programs of the library.

The hours required to complete the program were adjusted by the student to fit his interests. Some exposures were "walk through, explain", freeing the major time sequences for the active involvement on a day-to-day basis.

Consultation with the college staff, observations by the Division faculty, and student reports and evaluations provided the background on which grading was based.

The structure of the program and its requirements are explained in detail in the course outline attached.

c. Facilities and Resources:

Of the University's resources, the library was the most consistently used. It houses the classrooms used for a majority of the library science courses, it contains both print and nonprint collections as working laboratories, and it accommodates the Instructional Media Center collection and its equipment laboratory. The listening areas and the Learning Resources collection also offered services and materials. All were used extensively.

Another facility is the Computer Center, part of the State Distributed Computer Network. Here the students developed their first and basic skills as part of the LIBSC 531 class in Data Processing for Library Applications. Each student, assigned a class and member code number for clearance to use the terminals. They developed two fairly simple programs in the BASIC computer language. One was a book order—four selected titles to be acquisitioned, with cost, taxes, and postage. All were to be purchased from one vendor, with a total charge given. The programming of the computer included all elements necessary to accommodate the receiving of this order and the print-out of it.

A second assignment covered development of an individual circulation program.

Students in the program also used the recreational facilties, the food bars and the Office of Minority Services programs.

None of the sutdents needed to have medical service on campus, but

other students of the Division have had occasion to use these services and there has been an immediate response to those needs.

d. Special Activities:

Students, as a group, shared a number of social activities including attendance at the Graduate Students' Library Organization meetings, one in a Mayan restaurant, and one in a Mexican restaurant in Tijuana.

Three luncheons were planned: The first in October was held in Tijuana, Mexico, following a strenuous morning visiting schools in Chula Vista, a natural center of Chicano population, being only a few miles from the Mexican Border. A second luncheon, spontaneous, with students doing the planning was held in a small Mayan Restaurant (Tlatepaca) in Placentia, a neighboring community. The third occurred during the last week of classes, following the Comprehensive Examinations, at a Mexican restaurant near the campus.

Activities on campus included a video tape recording of spontaneous and unplanned entertainment, participating in contemporary dance presentations, and participation in the annual Rennaissance Festival in singing and dancing in the Quad.

Because most of the students are married, their own families were their primary recreation groups.

The next few pages describe an unusual kind of special activity, namely the development of a manuscript worthy of publication. A copy of this publication accompanies this report.

Quiero Un Libro

As an outgrowth of discussions in LIBSC 537 (Selection and Use of Materials for Children and Young People) the students determined that there was need for some kind of vehicle through which the Spanish-speaking Chicano library user and the English-speaking librarian might establish communication intelligible to both. As this idea developed, the structure was formulated. A handbook (using simple and common vocabulary, centered on the ordinary questions and answers, statements, requests for various kinds of help) began to take form.

Each segment in it is identified as to type. All communication is presented both in Spanish and English. The Spanish idioms are those of the Chicano with verification by Sr. Aflredo Zuniga, Specialist in Chicano literature and a staff member of the University's REference Department.

Its use had, in the planning stages, and has now, in the completed form, potential for several kinds of use. The Anglo librarian who has no ear for the Spanish cadence and little vocabulary may choose to use the visual approach—to let the child point ot the item which, as presented or with minor adaptation, expresses his ideas. The teacher, seeing the English script which relates to the child's question, reads it in English and can, in turn, find the appropriate answer in English and the Child can read the Spanish. It is a round-about approach to the solution of the problem, but it is a solution!

Blank space has been left on several pages with the expectation that as new question, sentences, and words are used in communication, they can be written into the section where they belong. This individualizing of the working language guide can be useful both to library patrons, and to the librarian, each learning a new language through a practical need.

There are gaps in the vocabulary, itself, for it supplements rather than defines the content of the brief conversations. It does not cover all common expressions. However, many of these everyday phrases which are omitted in the vocabulary are found within the conversations. Examples of this are "please" and "thank you", neither of which is listed in the vocabulary. At least 2 entries for "please" do appear within the text (pages 19 and 28). Its symbionic related expression "thank you" is found on pages 34 and 35. "Por favor" and "gracias" can become a part of many of the expressions, enhancing the development of a positive attitude toward librarians when they establish a pattern of common courtesy with strangers.

Librarians may be encouraged to seek assistance form their Chicano users in setting up theor own versions of Quiero un Libro, and need not be limited to Spanish alone.

Copies of the booklet have been sent to 101 Graduate Library School Deans (U.S.A.), 36 local librarians who accepted Library Science students from CSUF for Field Experience or Internship, 22 classmates of the Participants in the Division, 7 faculty mem-

bers in the Library Science Department, CSUF, 3 members of the Evaluating Team, 15 to USOE (Grants Office). 17 copies on on hand, with reservation of 3 copies for ERIC, 3 to accompany this annual report, leaving 11 copies to be held for special distribution.

Students ahve been pleased to discover that other established librarians have responded to the booklet with approbation. Examples of some of the comments from those in the field follow.

> *We would like to thank you for the excellent booklet "Quiero un Libro." The children's room staff has found it to be a great help to us in our dealings with Spanish speaking children. . . . .Pleas extend our appreciation to those on the staff and those students who participated in the project."*
>
> *Fullerton Public Library*

> *"Thank you for including me in your mailing of Quiero un Libro. I have had an opportunity to go through it completely and I find it to be a splendid and most useful publication. You and all those responsible deserve the gratitude of those who will gain through its use. It will have an appropriate place with a special collection of Spanish dictionaries and other linguistic material. . ."*
>
> *Southwest Museum*
> *Los Angeles, California*

> *"We appreciate your sending us a copy of "Quiero un Libro". This publication will be added to our library science collection."*
>
> *Rosary College,*
> *Graduate School of Library Science*

V. FACULTY

The faculty, as planned originally and as revised, used four resident faculty members. Circumstances, described earlier in the report, brought about still another change, cutting the teaching to one full-time and two part-time staff. Lecturers and consultants numbered four; and on-site lecturers and/consultants would bring the number of exposures to different viewpoints to about 15, without including those involved in demonstrations and workshops.

The resident staff, then was composed of the following, with their assignments listed:

Dr. A. Albert Baker: LIBSC 503 Organization of Information for Retrieval

Mrs. Doris Sadoski:
- LIBSC 400 Introduction to Bibliographic Research
- LIBSC 501 Library Collection Development
- LIBSC 504 Theories of Readers' Services
- LIBSC 505 Research in Librarianship
- LIBSC 525 Seminar on Information and Instructional Materials
- LIBSC 531 Data Processing for Library Applications
- LIBSC 537 Selection and Use of Materials for Children and Young People
- LIBSC 521 Seminar on Information Systems

Miss Dorothy Currie: LIBSC 500: Principles of Librarianship
assisted by Ms. Violetta Vallin
Mr. Roberto Trujillo
Mr. Ramon Rendon

- LIBSC 502 Organization and Operation of Libraries
- LIBSC 449 Fieldwork in School Libraries
- LIBSC 596 Library Science Internship

VI. FINANCIAL SUMMARY

Two financial reports will be submitted—one from the California State University, Fullerton, Foundation and the other from the Director of the Institute.

The Director's report, presented herewith, follows the general outline of the budget as presented in the Grant Application and as revised to accommodate changes.

The Foundation report follows the form required by USOE fiscal offices, relating to the above-mentioned form, but without the specifics within the several categories.

Adjustments have been made during the spring to accommodate using funds not committed because of changes in controlling factors—availability of the evaluation agency, with substitute; travel requirements, use of University and Departmental supplies as available, etc. These adjustments are apparent in the schedule showing charges.

Mexican-American Library Training Institute

Fiscal Report

The number used in each item relates to that used in the Budget Outline and Notes of the negotiated contract and the Request for Adjustment of Budget of January 5, 1978.

Federal Participants

C. 23	Participant	Entry and Terminal Dates	Total Stipend	Total Travel	Balance
1.	Roberto Chavez	Aug. 1977-June 1978	$3,000	$100	None
2.	Wiley Clark	Aug. 1977-June 1978	$3,000	$100	None
3.	Dorothy Edgmon	Aug. 1977-Feb. 1978	$1,800	$50	$1,250
4.	Yvonne Flores	Aug. 1977-Feb. 1978	$3,000	$100	None
5.	Mary McMickens	Sept. 1977-June 1978	$2,775	$100	$325
6.	Valerie Martin Mathews	Aug. 1977-June 1978	$3,000	$100	None
7.	Sandra Orosco	Sept. 1977-June 1978	$3,000	$100	None
8.	Leslie Padilla-Calkins	Aug. 1977-Jan. 1978	$1,425	$50	$1,675
9.	Delores Peffley	Sept. 1977-June 1978	$3,000	$100	None
10.	Edith Williams	Aug. 1977-June 1978	$3,000	$100	None
Totals			$27,000	$900	$3,250

BUDGET CHARGES
(from Revised Budget)

Budget Outline Number & Charges		Allocation	Committed
A.	DIRECT COSTS: ADMINISTRATION & INSTRUCTIONAL		
L.	Director	$ 4,801.70	$ 6,603.50
2.	Secretarial & Clerical	2,540.00	2,397.50
3.	Administrative Supporting Staff	3,840.00	4,397.30
4.	Full-time Instructors(Inc. Ag., Jar., Ine.)	14,812.80	14,256.00
5.	Part-time Instructors	5,552.70	5,552.70
8.	Lecturers, Consultants, etc.	250.00	156.00
10.	Advisory Committee	225.00	
11.	SUM OF LINES L THROUGH L): SUBTOTAL	$32,002.20	$ 33,363.00
B.	OTHER DIRECT COSTS		
12.	Employee Services & Benefits	5,438.25	4,791.88
13.	Travel & Per Diem	265.55	677.05
14.	Office Supplies, Reprod., Communic.	1,444.00	567.72
15.	Instructional Supplies, etc.	150.00	
17.	Equipment(Typewriter Rental)	680.00	134.00
18.	Evaluation	1,000.00	2,000.00
19.	SUM OF LINES 12 THROUGH 18: SUBTOTAL	$ 8,977.80	$ 8,170.65
C.	ALLOWANCES FOR FEDERAL PARTICIPANTS		
* 23.	a. Stipends: $30,000.00	$30,000.00	$27,000.00
	b. Travel: 1,000.00	1,000.00	850.00
D.	INDIRECT COSTS		
24.	Indirect Costs	$ 3,000.00	$,000.00
TOTAL COSTS		$ 75,000.00	$ 72,383.65

* Two students withdrew during the second semester, changing the amount of STIPEND needed from $30,000.00 to $27,000.00. Similarly, the amount set aside for TRAVEL for participants changed from the original $1,000.00 to $850.00.

Aside from the Item C above, ALLOWANCES FOR FEDERAL PARTICIPANTS, the total amount allocated for A, B, and D is $44,000.00. The amount spent for these items is $44,533.65.

Accordingly, the request for transfer of funds from ALLOWANCES to DIRECT COSTS in the amount of 533.65 has been made.

EXPENDITURES: Foundation Coding

577210:	Salaries	$ 33,363.00
577299:	Staff Benefits	4,791.88
577702:	Supplies	567.72
577301:	Consultants (Evaluation)	2,000.00
577100:	Stipends	27,000.00
577500:	Travel	1,527.05
	Equipment Rental	134.00
	TOTAL DIRECT COSTS	42,383.65
577399:	Indirect Costs	3,000.00
	TOTAL COSTS	72,383.65

VII. EVALUATION PROCESS

In seeking an evaluating agency, referral was made to earlier institutes and the agencies which had conducted the evaluation for them. Extensive attempts to trace these agencies were fruitless, so contact was made through personal inquiries to others who were involved in various kinds of programs undergoing evaluation for various purposes.

Eventually, a casual contact with Dr. Randall Jimenez, Chairman of the Chicano Studies program at Loyola Marymount College, Los Angeles, led to a serious discussion of these problems and, following an offer, he developed a Team made up of two of his colleagues at Loyola Marymount who had conducted various kinds of evaluation of programs relating to Education, to Chicano Studies, to community organization, and other areas of pertinence in this Institute. His committee members are Mr. Larry Estrada, faculty member in the Studies, and Dr. Scott Kester, faculty member in Education. Their complete report is the second document accompanying this report.

All persons involved in the Institute were involved in the evaluation input, with personal and/or group interviews providing the Evaluating Team with both information and viewpoints. Structure of the Institute will also be included in the evaluation not so much to be critical of this Institute, perhaps, (since its structure and content were proscribed by the University, the Division, the established requirements of the California State Education Department, as indicated in the original statement of purpose) but to indicate

how improvement would have been possible under a different set of circumstances.

Dr. Baker, Mrs. Sadoski, and Miss Currie, the regular faculty members of the Division of Library Science who served the needs of the Institute, have not conducted a separate evaluation of their own. There have been, however, discussions of problems, of changes that might have been made (with the advantage of hindsight), and there is general agreement that the Institute met its obligations fairly and equitably. The program was not "watered down", the standards were not lowered, the work was intensive. Support to each student, in terms of need, to encourage in times of stress, to assist in solving problems, and to recognize his/her own personal worth as a contributing member not only of the Chicano community, but also of any other into which he/she might move.

A single statement of the evaluation might read: It was worth the effort and cost, for eight newly certificated minority librarians are now equipped to enlarge the sights of other minorities, to provide a positive image to others of a minority, to develop a continuum of growing confidence in themselves and their work.